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ABSTRACT

Written for, by, and about adult students, this issue consists of a series of articles and features dealing with learning English as a native and as a second language. The first section contains six articles covering the following aspects of English and language learning: English as an interesting language that reflects the freedom of its speakers; what it's like to learn and use English as a second language; humorous examples of grammatical mistakes; a hypothetical look at a world without language; and suggestions for improving one's vocabulary. Presented next are the story of a man who learned to read while in prison and an interview of a member of the Pennsylvania House of Representatives who was himself the graduate of a high school equivalency program. A section devoted to the writing of adult students concludes the magazine. An accompanying teacher's guide consists of guidelines for using the magazine in an adult education class as well as worksheets dealing with the articles contained in the magazine. (Other issues of this magazine are available separately--see note.) (MN)

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A magazine for, by, and about the

Adult Student

ED217193

BACK ON THE JOB...
After learning to read
while in prison

Legislator Noah Wenger
on Education and Government

Student Writing
Makes and Reading

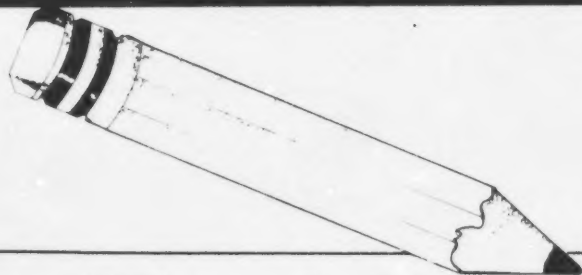
and Lets More

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SPECIAL SECTION: OUR ENGLISH LANGUAGE

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The Adult Student Quiz!

How much do you know about Adult Student magazine?

Mark each statement below TRUE or FALSE.

If you're not sure whether something is true or false, *take a guess!*

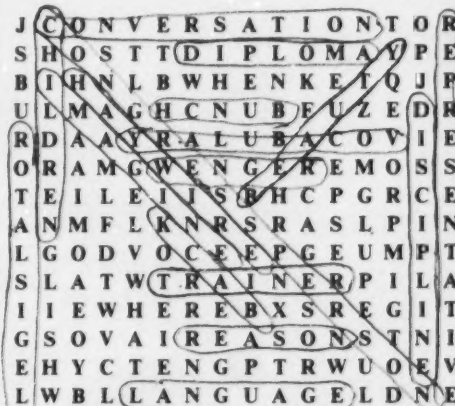
Then turn to the inside back cover for the answers.

		TRUE	FALSE
1.	Every issue of Adult Student comes with a Teacher's Guide which contains worksheets for students.	☐	☐
2.	Your adult education program can request free back issues of Adult Student.	☐	☐
3.	Adult Student magazine will print Letters to the Editor.	☐	☐
4.	Adult Student magazine is actually a business trying to make money.	☐	☐
5.	Everything in Adult Student is written at the same reading level.	☐	☐
6.	You can get paid to write for Adult Student.	☐	☐
7.	Free Writer's Guidelines will be sent to you on request.	☐	☐
8.	This magazine can be used to get friends to come to adult education classes.	☐	☐
9.	The Editor would like all students to fill out a Reader Report form.	☐	☐
10.	Readers may give their ideas to the Editor only on a Reader Report.	☐	☐

(Answers on the inside back cover.)

WORDY WARM-UP

How many words from Issue 7 can you find?



The words below are packed into the square above. Find them going up, down, and in every possible direction.

BEAUTY
WENGER
REASONS
NOTHING
TIGERS
UDALL
BLAME
CAGE
ENGLISH
WHAT
HOW

WHERE
WHY
WHEN
IMPROVE
FEAT
RESPECT
USEFUL
BUNCH
BALANCE
TRANSLATOR
VOCABULARY

LANGUAGE
CONGRESSPERSON
CONVERSATION
HAYWIRE
REPRESENTATIVE
CHILDREN
IMAGINE
DISCIPLINE
DIPLOMA
TRAINER

ON THE COVER

Clyde Benjamin, a former inmate at the State Correctional Institution at Graterford, operates a huge cutting machine called a shearer in a Philadelphia steel mill. Read Clyde's story on page 10. Photograph by Jon Rahn Manon.

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Why • What
When • Where • How

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Discipline—and more.**

SUN SONG

by Bettyanne Galloway
Danville State Hospital A.B.E.
Danville, PA

The sun looks down from
heaven's blue

And puts to flight the
morning dew.

It guides the morning
glory's height

And dissipates the shades
of night.

With misty drops of fleeing
rain.

The sunshine makes the
rainbow plain,

While, whether timid rays
or bold,

The world is rich with sunshine's
gold.

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Why English is Beautiful: More Than a Bunch of Words

by Tana Reiff

Have you ever stopped to think about the language you are now reading? English, like every other language, is a special set of sounds, combined in a way that allows people to communicate. And, although a language is a language whether it's written or not, you know English in print by the way the letters are grouped.

English is the second most common language in the world. Chinese, with various dialects but one written form, is first; however, English is spoken in more places. Go to any major city in the world and you're sure to find lots of people who speak English. More people learn English as their second language than any other because English can take them almost anywhere. It is truly an international tongue.

People who study languages argue that no language is any more beautiful than another. But English has an advantage over many other languages. *English reflects the freedom enjoyed by most of its speakers.* Unlike the French language, for example, English has no Academy of so-called authorities who dictate right and wrong about how people use the language. In France, it is illegal to use English loan words such as *le parking* or *le weekend* if there is a French word with the same meaning.

English, on the other hand, is a rich example of a "melting pot" language. A look at its history tells us a great deal about the many different people who have influenced English.

A Long Trip

Way back in the history of England, tribes called the Jutes, Celts, Angles,

and Saxons fought over rights to land, leaving bits of their languages behind. Later, when the Romans controlled England, many Latin words came into the language. The strong Latin influence on English is seen today in short words like *cup*, *wine*, *cheese*, and *kettle*; inflected words like *ventilate* and *misconstrued*; and many, many others.

French put its mark on English when William the Conqueror invaded England in 1066. The loan words *liberty*, *parliament*, *reign*, and *court* illustrate the presence of French government on English soil.

When people from England began to settle in America, a new set of language changes occurred. Indian words were borrowed to name strange, new animals such as the *raccoon* and foods such as *succotash*.

From our southern neighbors, American English picked up Spanish words to name other things that didn't exist at the time in England: *tomato*, *patio*, and *guitar*.

Language for All Reasons

In English we are also free to use slang when we want to talk informally with friends. Slang words move in and out of English fast. Fifteen years ago you could describe something you liked as "groovy," but today the word sounds out of style. Many slang words began in crime circles or in the inner city. As the words spread, they fell out of use in the places where they began, and new words cropped up to replace them.

English is loaded with jargon: words that are used for special purposes, as in jobs or hobbies. If you're a truck driver,

you might call your tractor-trailer a *rig*. If you like to go fishing, the words *hook*, *line*, and *sinker* are part of your needed vocabulary. But when the truck driver and fisherman get together, chances are they use little, if any, of their jargon.

We even have the choice of not using a word at all. Some people don't like to say certain words, so they might call underwear "unmentionables" or bathroom "lounge." When we use a pleasant word instead of an unpleasant one, we are using what's called a euphemism, and it's very common in English.

Always On the Move

The point is that English is a widespread and useful language because it can bend and change for so many different purposes. It's no wonder so many people enjoy speaking English.

The English language of a few hundred years ago seems almost foreign. In a few hundred years from now, the English we know today will probably seem foreign. True, English has changed more slowly since more people know how to read and write. But trying to stop English from changing is like trying to stop a charging freight train. Language is changing all the time, like it or not.

There are as many brands of English as there are people who speak it. For the most part, we can all understand each other. That amazing fact is the true beauty of English. ●

Besides being the Editor of Adult Student magazine, Tana Reiff is the author of *Life Times* and co-author of *That's Life*, two educational series published by Pitman Learning, Inc.

What It's Like to Learn English

We asked English as a Second Language (E.S.L.) students to tell us about their feelings and experiences in learning this new language. Here's what they had to say:

ANNA H.T. PHAM (Reading):

I like to learn English as a second language because if I can speak English well and speak correctly, I can be friendly with people. I can help if they need my help. I will be happy.

ELENA NOUR (Reading):



I came to the U.S. with my husband and two children from Romania. I had never studied English before and the first year I didn't understand or speak even elementary words. Now, after good help at school I have started to explain myself.

Going to school is not easy for me. I live in Bernville and work in Green Hills, 22 miles away, at Gilbert Commonwealth as a drafter.

I go to English class three nights a week and a special training course at work one night. When I get home at 9:30 P.M., I must check my two children's homework. They are sleeping when I leave for work and sleeping when I get home. I see them only on weekends.

DANG DONG VUONG (Lancaster):



English is an international language because it can be used in many countries. The way I studied English in Vietnam was to read and write more than to have conversations. The way I study now, I check over new words after school. Sometimes I listen to the radio, read the newspaper and magazines, and watch TV to help improve my English faster.

MATSUKO KIMURA (Lancaster):



If you have ever been in Japan, you know there is a lot of English on sign boards, in magazines, on television, in advertisements, and in newspapers. English is so popular in Japan. The Japanese study English for more than six years, but we cannot speak English very well even though we can write, read, or hear it. Why?

LICH NGUYEN (Lancaster):



I studied English in high school, but all my English teachers were Vietnamese. We read, wrote, and answered the questions in the books. After I graduated from high school, my English was seldom practiced. When I spoke with an American, it was very difficult to use the correct pronunciation, accent, vocabulary. I couldn't speak what I thought in my mind. I thought that I spoke incorrectly and that maybe someone would laugh at me. So after that I went to a private school where the teachers came from America and England. Now, I live in the United States. Today I can understand a lot. I go to school and I feel very happy to study English with my teachers and my friends. I think it is very difficult; I make many mistakes. But I try to keep on studying English.

EMILIA KUZNIAR (Reading):

I came to the United States from Poland. I attend evening school three days a week. For me it is very necessary to know the English language because it would be impossible to live in the U.S. if I didn't know how to speak English. If I can speak and understand the English language I will be happy.

DON DANH DO (Lancaster):

My greatest difficulty is listening. The Americans speak too fast. In class my teacher's speech is easily understood, and in social acquaintances I can guess eighty percent of what they say. But when native English speakers are talking with each other, sometimes I cannot recognize one sound, let alone one sentence. When I listen to commercials or ads on TV, I understand their meaning by their behavior more than by their words. I really appreciate the course I am attending in which I can learn and enjoy an open way to communication.

KIET DANH DO (Lancaster):



The most difficult thing for me has been pronunciation. For some English words such as *the, this, think, show, and zoo* we do not have the same sounds in Vietnamese. We feel funny putting our tongue between our teeth to create these sounds. I'm now learning by a conversational method, and I've found it helps to talk a lot because I can't find the precise meanings of words by using English-Vietnamese dictionaries. I'm also learning about American culture and customs that are very necessary to adapt myself to this different society.

ANTONIO LOPEZ (Reading):



I am from Spain. I have been living in the United States for three years. The first two years were not easy because I did not speak English at all. Today I am doing better, especially since I started taking English lessons. My class is very interesting because there are many interesting people and each one of us is from a different country. We talk about everybody's countries and habits.

When English Goes Haywire

WE ALL USE LANGUAGE to communicate. But sometimes the message is received with a different meaning than was intended. Often, that's because the sender wasn't sending a clear enough message.

What follows are examples of messages that weren't stated clearly. If you've ever been in a traffic accident, you know how difficult it can be to explain what happened. This is especially true if you are upset or trying to cover up your mistake. The following quotations were taken from insurance forms in Canada. They were later put together and printed in the *Toronto Sun* July 26, 1977.

- "Coming home, I drove into the wrong house and collided with a tree I don't have."
- "The other car collided with mine without giving warning of its intentions."
- "I thought my window was down, but found it was up when I put my hand through it."
- "I collided with a stationary truck coming the other way."
- "A truck backed through my windshield into my wife's face."
- "A pedestrian hit me and went under my car."
- "The guy was all over the road. I had to swerve a number of times before I hit him."

"I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment."

"In my attempt to kill a fly, I drove into a telephone pole."

"I had been shopping for plants all day and was on my way home. As I reached an intersection, a hedge sprang up obscuring my vision. I did not see the other car."

"I had been driving my car for forty years when I fell asleep at the wheel and had an accident."

"I was on my way to the doctor's office with rear end trouble when my universal joint gave way causing me to have an accident."

"As I approached the intersection, a stop sign suddenly appeared in a place where no stop sign had ever appeared before. I was unable to stop in time to avoid the accident."

"To avoid hitting the bumper of the car in front, I struck the pedestrian."

"My car was legally parked as it backed into the other vehicle."

"An invisible car came out of nowhere, struck my car and vanished."

"I told the police that I was not injured; but, on removing my hat, I found that I had a skull fracture."

"I was sure the old fellow would never make it to the other side of the roadway when I struck him."

"In my attempt to kill a fly, I drove into a telephone pole."

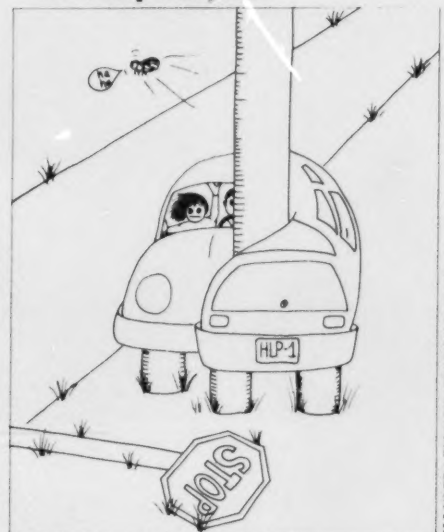


ILLUSTRATION BY SHARON MILLER

- "I saw the slow-moving, sad-faced old gentleman as he bounced off the hood of my car."
- "The indirect cause of this accident was a little guy in a small car with a big mouth."
- "I was thrown from my car as it left the road. I was later found in a ditch by some stray cows."
- "The telephone pole was approaching fast. I was attempting to swerve out of its path when it struck my front end."
- "I was unable to stop in time and my car crashed into the vehicle. The driver and passenger then left immediately for a vacation with injuries."

USING THEIR NEW LANGUAGE

by Melissa Jamula

LEARNING A NEW LANGUAGE can be a long tedious process. I've visited our English as a Second Language classes and was impressed by the determination and enthusiasm of our adult students who come to class faithfully, week after week, to learn the English language. Imagine taking on such a task while adjusting to our culture, finding jobs, and making homes for their families!

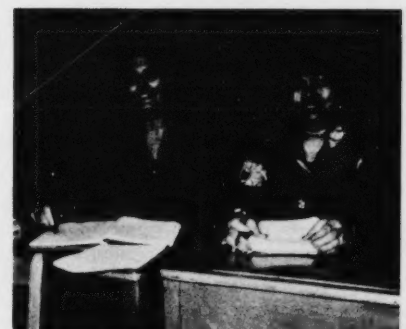
For several years, two delightful ladies, Emilia Kunzciar from Poland and Hien Pham from Vietnam, have been attending our E.S.L. classes. Both have come to class faithfully. Both are

eager to learn and are ready with a smile to greet everyone. Both ladies seem to enjoy class tremendously. But for the last two years, I've sensed that both are hesitant to use English outside of class—a common insecurity among E.S.L. students! As a result, it has seemed that, for many months, their progress has been rather slow.

A few weeks ago, I stopped into the E.S.L. center these ladies attend. I hadn't seen Emilia and Hien since last spring. As I was discussing some business with the instructor, something caught my attention. Emilia and Hien were holding an "honest-to-goodness" conversation—in English!!! I was so thrilled, I had to stop what I was doing and speak with them myself.

These ladies have experienced a real breakthrough. Imagine the pleasure it must give them to have accomplished such a feat! I congratulate all E.S.L.

students in this effort—and envy our E.S.L. teachers who have the opportunity to aid in this transition that has had such an effect on these students' lives.



Emilia Kunzciar and "Anna" Hien Pham

Melissa Jamula is the supervisor of A.B.E./G.E.D./E.S.L. at Reading Community College, serving all of Berks County, Pennsylvania.

Where There Was No Language

by Kathryn Donaldson

ONCE, NO-BODY KNOWS WHEN) there was a small town called Nothing. The people there did not speak or write. They had no televisions, radios, or newspapers...in fact, they had very little. They especially had no words. There weren't too many people, because they had a hard time getting together for reproduction, since there was no way to discuss the matter. Of course there could be no form of marriage, other than people who just hung around together. While that cut down sharply on the divorce rate, it did little for the population of the town.

Well, one night a little boy came across his mother's matches when she was out of the room. By the way, she smoked, not having any way of knowing that it was hazardous to her health. The little boy played with these things,

until somehow the drapes were ablaze. When he found his mother, he pulled and pulled at her skirt, but she thought he was trying to get her to bring out his fingerpaints. Before long, the smoke curled around the doorway. Now she got the idea. Quick as could be, she tore the fire

in dismay. If only they had tried to learn a language!

Kathryn Donaldson is a 25-year-old freshman at Millersville State College. She was "spurred on" to begin her higher education by her 33-year-old sister, Maryanne Schwartz, who is a student at MSC and the illustrator of this story.

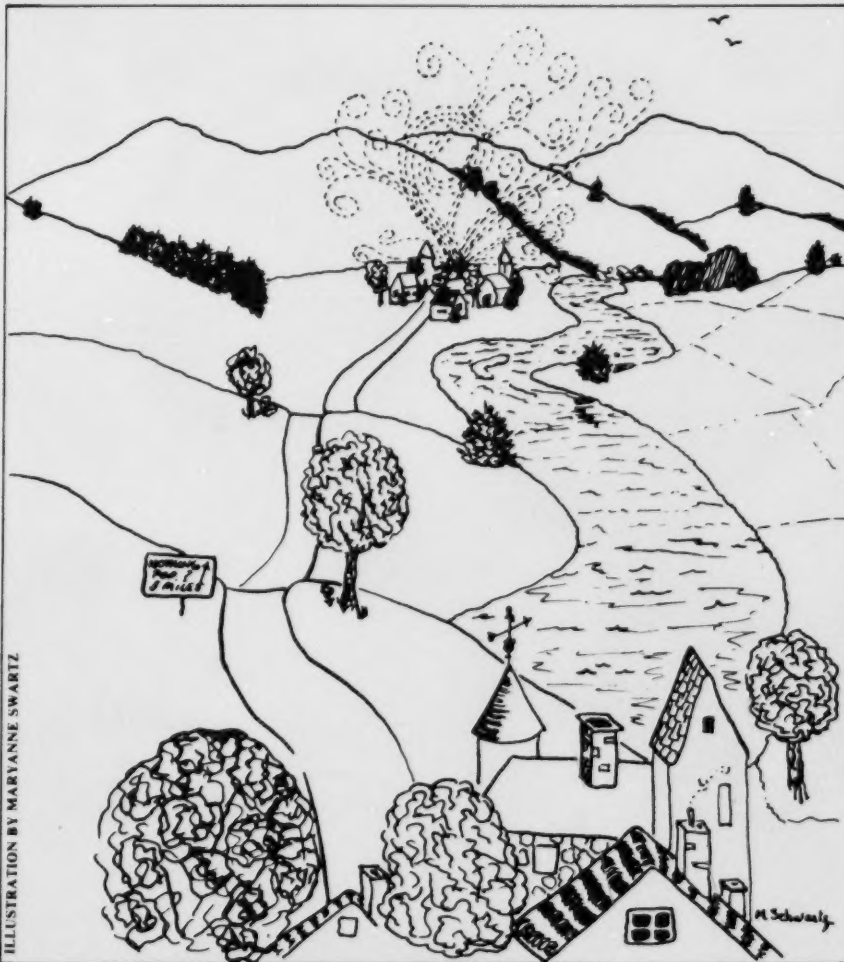


ILLUSTRATION BY MARYANNE SWARTZ

extinguisher off the wall and tried in vain to figure out how it worked. She didn't know that the instructions were printed on the side, but she would have never been able to understand them anyway.

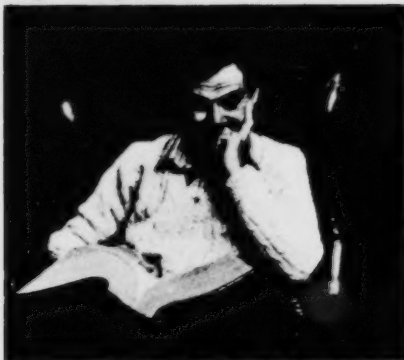
Needless to say, telephones didn't exist in this quaint little community, so even if there had been a fire company, she wouldn't have been able to call them to tell them the location of the fire! The town went up in smoke within a matter of hours.

The neighboring townsfolk shook their heads

How to improve your vocabulary

Reprinted with permission of International Paper Company.

By Tony Randall



International Paper asked Tony Randall—who is on *The American Heritage Dictionary Usage Panel*, and loves words almost as much as acting—to tell how he has acquired his enormous vocabulary.

Words can make us laugh, cry, go to war, fall in love.

Rudyard Kipling called words the most powerful drug of mankind. If they are, I'm a hopeless addict—and I hope to get you hooked, too!

Whether you're still in school or you head up a corporation, the better command you have of words, the better chance you have of saying exactly what you mean, of understanding what others mean—and of getting what you want in the world.

English is the richest language—with the largest vocabulary on earth. Over 1,000,000 words!

You can express shades of meaning that aren't even possible in other languages. (For example, you can differentiate between "sky" and "heaven." The French, Italians and Spanish cannot.)

Yet, the average adult has a vocabulary of only 30,000 to 60,000 words. Imagine what we're missing!

Here are five pointers that help me learn—and remember—whole families of words at a time.

They may not look easy—and

won't be at first. But if you stick with them you'll find they work!

What's the first thing to do when you see a word you don't know?

1. Try to guess the meaning of the word from the way it's used

You can often get at least *part* of a word's meaning—just from how it's used in a sentence.

That's why it's so important to read as much as you can—different kinds of things: magazines, books, newspapers you don't normally read. The more you *expose* yourself to new words, the more words you'll pick up *just by seeing how they're used*.

For instance, say you run across the word "manacle":

"The manacles had been on John's wrists for 30 years. Only one person had a key—his wife."

You have a good *idea* of what "manacles" are—just from the context of the sentence.

But let's find out *exactly* what the word means and where it comes from. The only way to do this, and to build an extensive vocabulary *fast*, is to go to the dictionary. (How lucky, you can—Shakespeare *couldn't*. There *wasn't* an English dictionary in his day!)

So you go to the dictionary. (NOTE: Don't let dictionary abbreviations put you off. The front tells you what they mean, and even has a guide to pronunciation.)

2. Look it up

Here's the definition for "manacle" in *The American Heritage*

Dictionary of the English Language.

man-a-cle (mān'ə-kəl) *n.* Usually plural.

1. A device for confining the hands, usually consisting of two metal rings that are fastened about the wrists and joined by a metal chain; a handcuff. 2. Anything that confines or restrains. —*tr. v.* **manacled, -cling, -cies.**

1. To restrain with manacles. 2. To confine or restrain as if with manacles; shackle; fetter. [Middle English *manicle*, from Old French, from Latin *manicula*, little hand, handle, diminutive of *manus*, hand. See **man-²** in Appendix.*]

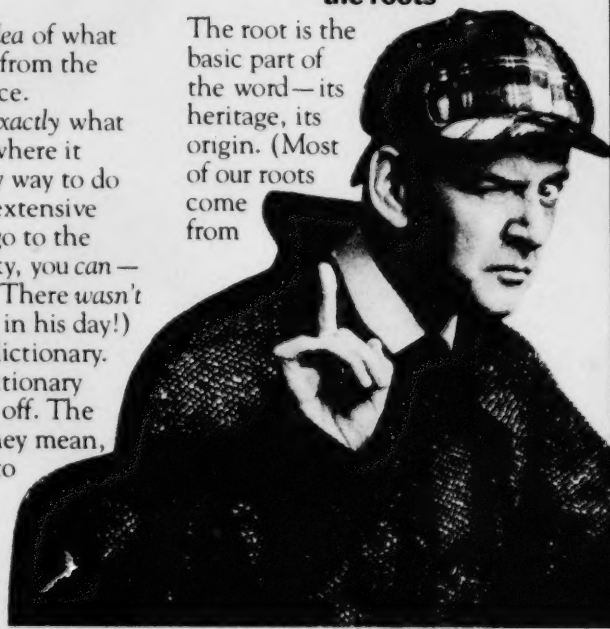
The first definition fits here: A device for confining the hands, usually consisting of two metal rings that are fastened about the wrists and joined by a metal chain; a handcuff.

Well, that's what you *thought* it meant. But what's the idea *behind* the word? What are its *roots*? To really understand a word, you need to know.

Here's where the detective work—and the *fun*—begins.

3. Dig the meaning out by the roots

The root is the basic part of the word—its heritage, its origin. (Most of our roots come from



"Your main clue to remembering a word is its root—its origin."



"'Emancipate' has a Latin root. Learn it and you'll know other words at a glance."

Latin and Greek words at least 2,000 years old—which come from even earlier Indo-European tongues!)

Learning the roots: 1) Helps us remember words. 2) Gives us a deeper understanding of the words we already know. And 3) allows us to pick up whole families of new words at a time. That's why learning the root is the most important part of going to the dictionary.

Notice the root of "manacle" is *manus* (Latin) meaning "hand."

Well, that makes sense. Now, other words with this root, man, start to make sense, too.

Take manual—something done "by hand" (manual labor) or a "handbook." And manage—to "handle" something (as a manager). When you emancipate someone, you're taking him "from the hands of" someone else.

When you manufacture something, you "make it by hand" (in its original meaning).

And when you finish your first novel, your publisher will see your—originally "handwritten"—manuscript.

Imagine! A whole new world of words opens up—just from one simple root!

The root gives the basic clue to the meaning of a word. But there's another important clue that runs a close second—the *prefix*.

4. Get the powerful prefixes under your belt

A prefix is the part that's sometimes attached to the front of a word. Like—well, *prefix*! There aren't many—less than 100 major prefixes—and you'll learn them in no time at all just by becoming more aware of the meanings of words you already know.

Here are a few. (Some of the "How-to" vocabulary-building

books will give you the others.)

PREFIX		MEANING	EXAMPLES
(Lat.)	(Gk.)		(Literal sense)
com. con.	sym. syn.	with very together	conform sympathy
co. col. cor	syn.		innocent
in. im.	a. an	not without	amorphous
it. if			contravene
contra-	anti-	against opposite	antidote
counter	ant		(give against)

Now, see how the *prefix* (along with the context) helps you get the meaning of the italicized words:

- "If you're going to be my witness, your story must corroborate my story." (The literal meaning of *corroborate* is "strengthen together.")

- "You told me one thing—now you tell me another. Don't contradict yourself." (The literal meaning of *contradict* is "say against".)

- "Oh, that snake's not poisonous. It's a completely innocuous little garden snake." (The literal meaning of *innocuous* is "not harmful".)

Now, you've got some new words. What are you going to do with them?

5. Put your new words to work at once

Use them several times the first day you learn them. Say them out loud! Write them in sentences.

Should you "use" them on friends? Careful—you don't want them to think you're a stuffed shirt. (It depends on the situation. You *know* when a word sounds natural—and when it sounds stuffy.)

How about your *enemies*? You have my blessing. Ask one of them

if he's read that article on pneumo-noultramicroscopicdicovol-canoconiosis. (You really can find it in the dictionary.) Now, you're one up on him.

So what do you do to improve your vocabulary?

Remember: 1) Try to guess the meaning of the word from the way it's used. 2) Look it up. 3) Dig the meaning out by the roots. 4) Get the powerful prefixes under your belt. 5) Put your new words to work at once.

That's all there is to it—you're off on your treasure hunt.

Now, do you see why I love words so much?

Aristophanes said, "By words, the mind is excited and the spirit elated." It's as true today as it was



"The more words you know, the more you can use. What does 'corroborate' really mean? See the text."

when he said it in Athens—2,400 years ago!

I hope you're now like me—hooked on words forever.

Tony Rudall

Years ago, International Paper sponsored a series of advertisements, "Send me a man who reads," to help make Americans more aware of the value of reading.

Today, the printed word is more vital than ever. Now there is more need than ever before for all of us to *read* better, *write* better, and *communicate* better.

International Paper offers this new series in the hope that, even in a small way, we can help.

For reprints of this advertisement, write: "Power of the Printed Word," International Paper Co., Dept. 2, P.O. Box 900, Elmsford, New York 10523. © 1973 INTERNATIONAL PAPER COMPANY



INTERNATIONAL PAPER COMPANY

We believe in the power of the printed word.



Clyde Benjamin stays busy and happy back at the steel mill.

PHOTO BY JON RAHN MANON

Back on the Job

by Jon Rahn Manon

"YOU FIND OUT who your friends are here," said Clyde. "A lot of people claim to be your friends. But they try to get whatever they can from you." This was Clyde Benjamin's first time in jail. "And it's my last one. You can write that down."

Clyde did not know how to read when he came to Graterford prison. He just never had the time to learn.

Hard Life

Clyde was born in Detroit. When he was one month old, he moved to Hartsville, South Carolina. "I might as well say I was born on a farm!" He started to go to school. Then his grandparents got sick. Clyde was only 9, but he had to go to work.

He started picking cotton. "I was pretty tall but not very heavy. I could hook up a mule and go to plowing." On the farm, Clyde also drove a tractor and a cotton picker. He could fix most

of the machines he worked on. As Clyde says, "I don't know, I got a little wisdom somewhere."

"Around 13, I got a job at the fertilizer mill. I weighed about 133 and carried 200 pound bags of fertilizer all day." That was not the last job he had. He has been a truck driver. He has worked in a cigar factory. Since 1972, he has had a job in a steel mill. "I came up the hard way", says Clyde. "There was nothing easy about it."

Learning to Read

He never did find the time for school. Then three years ago, Clyde was sent to jail. He came to school while at Graterford. He got in a reading class. He came to school every day for more than two years. Clyde did learn to read. In class, he read more than ten short books. Clyde even came to class the day before he got out of jail.

Back to Work

Now he is back working in the steel mill. He even got a better job than before. Clyde runs a very big cutting machine. It cuts up big pieces of steel. It can even cut a car in half. The machine costs half a million dollars. So Clyde must be very careful as he runs it.

He is happy to be back at work. Clyde surprised his friends at the steel mill. They didn't know he could read.

Clyde Benjamin is proud of what he's done. He has found that a person is never too old to learn to read. Says Clyde, "Until you admit that you can't read and write real good, the only person you'll be fooling is yourself." ●

Jon Rahn Manon is a teacher in the adult basic education program held on the premises of the State Correctional Institution at Graterford, Pennsylvania.

Noah Wenger: KEEPING GOVERNMENT CLOSE TO THE PEOPLE

by Joel Haimes



IN A TIME WHEN MANY PEOPLE feel distant from their government, State Representative Noah Wenger is a down-to-earth legislator who has remained remarkably close to the people.

Representative Wenger, 47, is currently serving his third term in the Pennsylvania General Assembly. As part of his job, he is a member of the Local Government, Transportation, and Conservation Committees as well as Vice Chairman of the Agriculture Committee.

Despite this busy schedule, people in Wenger's district find their elected representative easy to reach. In addition to his Harrisburg office, he keeps an office in Ephrata, the largest town in his home district. He cheerfully takes calls about all

kinds of problems. If he can't handle them himself, he makes sure the right person or agency does.

Farming Family

Noah Wenger was born and raised in the beautiful Lancaster County farm area around Ephrata. He had to quit school at the age of 14 to help his father on the family farm. "Although my formal education was cut short then," Wenger says, "my father gave me a different form of education—survival skills for life."

Training in agricultural management led to Noah's taking over the farm by the time he was 22 years old. It was a young age to be running a business that size.

At this point politics entered Wenger's life. While many people feel that they have

no effect on government, Noah Wenger responded differently. He took full advantage of his voting right by registering as soon as he turned 21. "I began to develop a desire to help mold what was happening in my community, he recalls. So he joined the local farmers' association. Later he was elected the organization's president.

Need for School

As Wenger entered his thirties, he felt a need to return to formal learning. He enrolled in an adult education class where he earned his G.E.D. diploma. "I learned a lot in that program" Wenger says, "but, most of all, having that diploma gave me new self-confidence."

A few years later, when his legislative district's State Representative seat opened up, Wenger ran for the office. "I did it almost on a lark," he now admits. "I never thought I'd win. I was running against quite a few people, some of them highly educated." The voters must have wanted someone who understood farming, because they elected Noah Wenger.

Education Important

Although farming is a major concern, Wenger feels strongly about education. He believes most public schools are doing a good job. And, though he doesn't encourage people to drop out of school, he says that "Some reasons for dropping out certainly aren't negative. I'm a good example of that. It was just more important for me to be on the farm at that time."

Because there are so many reasons for leaving school, Wenger considers adult education an important use of tax money. "Some people think adult education is only women knitting or men working with furniture," he says. "But learning to read or learning to speak English or getting a high school diploma give people so much. Yes, it's education, but they gain so much confidence. Without that, it's hard to do anything else. Of course, it's almost impossible to measure confidence. I believe that government can't be all things to all people because there just isn't enough money to go around. But I do think that government money spent to help people help themselves is money well spent. And adult education helps people help themselves."

Please turn the page



Representative Noah Wenger laughs . . .



and shares his thoughts . . .



and helps a caller.

Staying in Touch

One of the many ways Wenger keeps in touch with people is by visiting adult education programs. Students in an Intermediate Unit 13 class were surprised by the open and frank answers Wenger gave to their questions. "Public officials must make themselves readily accessible," he stresses. "I think it's important to always make an effort to stay in touch." On one visit to an adult education program, Wenger promised to find the answers to some questions. Sure enough, a few days later, he called the school with the information. Students, many of whom had had a bad feeling about

politicians, were impressed.

"It's easy to become distant from the people," says Wenger. "You're off in another place and you're very busy. That's why both sides (people and legislators) must take responsibility for bridging the gap."

Get Involved

According to Wenger, that responsibility begins with registering to vote and then voting in every election. It continues with contacting legislators. "Ask questions and give your opinions," Wenger suggests. "When you do that, it helps the legislator to stay in touch."

"There are a lot of good people in government," Representative Wenger notes. "Many of them serve at personal financial sacrifice. Most are sincerely trying to do the right thing. People should continue to have faith in their government, and the way to do that is to become involved." ●

Joel Haimes is a teacher in Lancaster-Leban Intermediate Unit 13's Adult Education program, working with students in the Employment and Training Program, in cooperation with CETA.

How To Write To Your Congressperson

Some suggestions from Hon. Morris K. Udall (D-Arizona)

Have you ever felt so strongly about something that you just wanted to tell your congressperson about it then and there—but you never did, because you weren't quite sure how to reach him or her? Well, here are some easy steps in writing a letter to your congressperson. It doesn't take long, and it can mean a lot:

• ADDRESS YOUR LETTER PROPERLY:

Hon. _____
House Office Bldg.
Washington, D.C. 20515

or Senator _____
Senate Office Bldg.
Washington, D.C. 20510

• **BE BRIEF.** 150 or more letters a day end up in a congressperson's office, so say what you have to say in as few words as possible. You don't have to type your letter, but write clearly and legibly.

• **BE SPECIFIC.** Identify exactly what you're talking about. Try to give the bill number or describe it by a popular title ("truth in lending", "minimum wage", etc.).

• **BE CONSTRUCTIVE.** If you think the bill is the wrong approach to an existing problem, tell your congressperson what the *right* approach is.

• SOME DON'T'S:

- (1) Don't make threats or promises.
- (2) Don't write a letter that does nothing but complain.
- (3) Don't pretend that you know everything about politics.
- (4) Don't try to instruct your congressperson on every issue that comes up.
- (5) Don't be a pen pal.

• **TIME AND PLACE:** Send your letter **BEFORE** the bill has passed, and to the congressperson in **YOUR** district.

• **WRITE YOUR OWN VIEWS AND GIVE REASONS FOR TAKING A STAND.** Let your congressperson know how a certain bill will affect you **AND** the people in your community.

• **SAY "WELL DONE" WHEN IT IS DESERVED.** Congresspeople are human too, and they like to receive an occasional pat on the back when they've done something you like. Besides, the next time you want their attention directed to your letter, you may be more likely to get it.

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EDUCATION IN CAMBODIA

by Vibol Tan

Adult Enrichment Center
Lancaster, PA

I would like to tell you about education in Cambodia and how it is different from education in the United States.

There are public schools where the parents do not have to pay for their children to attend. The parents pay for only their children's food and clothes.

There are also private schools but I don't think they are good for the students. This is because there is no discipline. The students can go anywhere without asking permission. Sometimes the students lie to their parents by going somewhere else instead. The school doesn't care where the children are.

The public school can stop the child from attending school if they don't listen or obey the teacher and school rules. Even when the student is out of school and meets the teacher he must say "Hi" or nod his head.

Most people in Cambodia respect people like the teacher, because they think that the teacher gave them a lot of education. They say the teacher is also a parent of the child. This is the big difference between my country and the United States.

Some students finish high school in 12 years and some in more than 12 years. It depends on the student. It is difficult for the students to get a diploma in Cambodia. If the student doesn't pass the big test given in tenth grade, the next year he must study in the same grade until he passes. Many quit school because they must take the test at the end of every year until they pass.

You may go on to college if you pass an exam that takes three days and is very difficult. If you get good grades you might have a chance to get a scholarship from the government to continue your study outside of Cambodia.

On the other hand, the Ministry of Education may choose the good students themselves and send them outside for three years or more.

Most of the students would like to go to France because their second language is French. Some go to England, Australia, the U.S.A. or the Soviet Union.

In college, the students don't pay for anything except their clothes and books.

DISCIPLINE

by Nancy Johnson

Lutheran Settlement House
Philadelphia, PA

Children need discipline. It is important for a child to be taught right from wrong and to know that he will be punished when he is in the wrong. There are rules in society as there are rules in the home. When these rules are broken, we expect to be punished. We learn this through parental discipline, but parents must realize that young children are not born with the knowledge of right from wrong. They must be taught these things and that takes more than discipline. It takes love and patience and understanding, never cruelty or indifference.



DON'T BLAME THE CHILDREN

by Robert L. Crabb
Lebanon County Prison

We read in the paper and hear on the air of killing and stealing and crime everywhere.

We sigh and we say, as we notice the trend, this young generation, where will it end?

But can we be sure that it's their fault alone, that maybe a part of it isn't our our?

Are we less guilty who place in their way too many things that lead them astray?

Too much money to spend, too much idle time, too many movies of passion and crime, too many books not fit to be read, too much evil in what they said, too many children encouraged to roam, too many parents who won't stay home.

Kids don't make the movies, they don't write the books that paint gray pictures of gangsters and crooks; they don't make the liquor; they don't buy the cars; they don't peddle drugs that addle the brain.

That's all done by older folks greedy for gain.

Delinquent teenagers, oh! How we condemn

the sins of the nation and blame it on them. By the laws of the blameless, the statement made known, who is there among us to cast the first stone?

For in so many cases it's sad but it's true

The title DELINQUENT fits older folks, too.

EMPLOYER, BE SMART

by George Gray
State Correctional Institution
Dallas, PA



Most of my adult life I wanted a high school diploma, known as a "regular" high school diploma. I had admired numerous times the student who graduated from his or her high school for such ambition.

Then one day I met a young man who had graduated from high school, and to my astonishment he could not read or write. When I asked how he received his diploma, he told me he was "pushed" through high school along with many other students.

Issue 6 of Adult Student Magazine reported that there is a new law that forbids employers from discriminating against people who have G.E.D. diplomas rather than "regular diplomas." Well, employer, don't let Act 98 do your thinking for you. Let the G.E.D. graduate show you that their diploma was *earned*.

Be smart and hire a G.E.D. graduate.

ALONE AND SCARED?

by Leanne Snyder
Intermediate Unit 13
Lancaster, PA

I was seventeen, unmarried, and pregnant. At first it was very upsetting, but then I got used to the idea of being pregnant and of becoming a new mother.

My parents didn't know I was pregnant, and, believe me, I was too scared to tell them. My dad used to tell me, "If you ever get pregnant, you are going to find another place to live!" It took me awhile, but I finally told them. They asked a lot of questions, like, "What are you going to do now? Keep it? Give it up?"

To tell the truth, I wasn't sure. But as time went on and I could feel the baby move around, I knew what I wanted. I wanted to keep it! They didn't kick me out, either.

I told the father of the baby and he didn't want anything to do with me or the baby! I loved him and I know he loved me, but there was nothing I could do. I was alone and very scared. My parents helped a lot and I hate to say this, but that isn't what I wanted. I wanted the baby's father and I couldn't have him.

(continued in next column)

Those nine months went very slowly, but the time finally came and I had a baby girl. I named her Amanda Mae.

Now I'm eighteen, working toward my G.E.D., and planning to become an R.N. Amanda's father and I are getting back together and no longer am I alone and scared.

WHY I AM IN SCHOOL

by Sharon Gaines-Downing
Lutheran Settlement House
Philadelphia, PA

I am here for my children and their future. I am a young mother of three, a high school drop-out, and on welfare. I never liked school, and I honestly still don't, but I don't like being on welfare and having the government support my family. I gave birth to them, and I want to be the one to take care of them, but I need a job to do it. So I sat down and decided that I want to be a computer programmer. However, the school I want to go to for training only accepts students with high school diplomas or G.E.D.s. I came here to prepare myself for the test. With a G.E.D. I can find a decent, well-paying job to support my family and also to prove to myself that I am somebody!



IN MEMORIUM

Harrisburg's Adult Learning Center mourns the loss of three of its E.S.L. students from Vietnam in an automobile accident on October 11, 1981:

Nam Truong	1953 - 1981
Kiem Nguyen	1961 - 1981
Chung Hung	1948 - 1981

IN THE CAGE

by "Big Daddy Dap"
State Correctional Institution
Mercer, PA

The wild animal trainer says he aims to teach his lions and tigers only fear and respect. Love, he says, is too dangerous.

A magazine for, by, and about the

Adult Student

Issue 7

HOW TO USE THE TEACHER'S GUIDE WITH ADULT STUDENT MAGAZINE

1. DUPLICATE THE WORKSHEETS by any means: photocopy, offset, or from a thermal master.

2. ASSIGN WORKSHEETS according to the codes in the top outside corner:

● A.B.E. 1 (Approx. grade levels 1-4)

● A.B.E. 2 (Approx. grade levels 5-8)

▲ E.S.L. (High Beginner-Low Intermediate)

■ G.E.D. (Approx. grade levels 9-12)

3. "ANSWER THESE" QUESTIONS may be discussed as a group... or have students write their answers on another sheet of paper. The questions are coded as follows:

No mark: Reading question
(answer derived directly from magazine text)

*: Inference question
(answer derived by making an assumption based on information provided in text)

**: Main question
(right or wrong)

OR: Discuss ANSWERS using
key on the next page.

Teacher

16 SPECIAL SECTION: OUR ENGLISH LANGUAGE

ANSWER KEY

WHY ENGLISH IS BEAUTIFUL: MORE THAN A BUNCH OF WORDS

Answer These: 1. A special set of sounds, combined in a way that allows people to communicate. It does not have to be written. 2. English is spoken in more places than any other language. 3. English has no academy to dictate right and wrong. 4. One which has prefixes and/or suffixes. 5. Because the French ruled England. 6. American English borrowed from Indian languages. (Other answers may be acceptable.) 7. To hide the real name of something. 8.-12. Variable.

Word Study: 1. ventilate: Latin; wind. 2. succotash: Naragansett (Indian); fragments. 3. illustrate: Latin; bring to light. 4. English: Middle English, Old English, Latin; Angles (tribe). 5. patio: Spanish; meadow/to lie open. 6. reign: Middle English, Old French; king. 7. jargon: Middle English, Old French; gargle. 8. raccoon: Algonquin; scratches with the hands. 9. euphemism: Greek; use of words with good omen. 10. communicate: Latin; make common.

WHAT IT'S LIKE TO LEARN ENGLISH

Word Study: 1. c. 2. h. 3. j. 4. k. 5. g. 6. e. 7. f. 8. d. 9. a. 10. i.

Activity: All answers variable.

WHEN LANGUAGE GOES HAYWIRE and WHERE THERE WAS NO LANGUAGE

The quality and adequacy of all responses must be judged by the teacher.

HOW TO IMPROVE YOUR VOCABULARY

The quality and adequacy of all responses must be judged by the teacher.

BACK ON THE JOB

Answer These: 1. Once. 2. He learned how to read better. 3. He didn't have time OR He was working. 4. 9 years old. 5. Possible answer: From living; from doing many things. 6. He had time OR He wanted to learn. 7. He got his old job back at the steel mill. 8. Variable.

Word Study: 1. wisdom. 2. cigar (could also answer factory). 3. admit. 4. mule. 5. fooling. 6. factory. 7. cotton. 8. plowing. 9. fertilizer. 10. tractor.

NOAH WENGER: KEEPING GOVERNMENT CLOSE TO THE PEOPLE

Answer These: 1. He is a State Representative. 2. He grew up on a farm; He keeps in touch with his people; He got a G.E.D.; He cheerfully takes calls about all kinds of problems; He visits classrooms. 3. To help on the family farm. 4. He felt the need for some formal education. 5. He understood farming. 6. Variable. 7. Self-confidence. 8.-11. Variable.

Word Study: 1. govern; to rule. 2. represent; to stand for. 3. legislate; to make laws. 4. transport; to carry from one place to another. 5. conserve; to preserve, save, or keep from loss. 6. survive; to remain alive. 7. preside; to have charge of a meeting or group; to manage. 8. finance; to supply with money.

Activity: The teacher may read over the letters before they are sent if the activity is to be used as a lesson in letter writing. Some students may prefer to keep their letters private. Students may be pleasantly surprised with responses to their letters sent by either the legislator or an assistant. A possible next step to this activity is to visit a meeting of the town council or school board to witness the inner workings of the governing bodies that have direct influence on students' lives.

DON'T FORGET

The next worksheet for Adult Student Magazine is to fill out the Reader Report forms, enclosed with your shipment of magazines. Thanks!

WHY ENGLISH IS BEAUTIFUL:
MORE THAN A BUNCH OF WORDS



Answer these

1. According to this article, what is a language?
2. What makes English "an international tongue"?
3. What is the main way in which "English reflects the freedom enjoyed by most of its speakers"?
- *4. Words such as ventilate and misconstrued are *inflected* words. What is an *inflected* word?
- *5. Why did many words related to government come into the English language from the French language?
- *6. What is one reason American and British English are different?
- *7. Why do you suppose many slang words get started in crime circles?
- **8. What are three jargon words in your vocabulary?
- **9. Think of a euphemism that you use. Why do you use it?
- *10. Why do you think English has changed more slowly since more people know how to read and write?
- **11. What are some reasons why language is changing all the time?
- **12. What, to you, is the true beauty of English?

Word Study

You will need a big dictionary (not a pocket dictionary) to do this exercise. First, look up parliament. At the end of the definition, it tells where the word came from. The abbreviation OF means Old French. The word parler (PAR-LAY) means "to speak" in French. What is the connection between "to speak" and parliament? (Find other language abbreviations in your dictionary.)

Now look up each word below. Write the language(s) from which the word came and the meaning(s) of the "root" word (such as parler). Then underline the root of the word.

<i>Word</i>	<i>Source</i>	<i>Root Meaning</i>
EXAMPLE: <u>parliament</u>	Old French	speak
1. ventilate		
2. succotash		
3. illustrate		
4. English		
5. patio		
6. reign		
7. jargon		
8. raccoon		
9. euphemism		
10. communicate		

WHAT IT'S LIKE TO LEARN ENGLISHWord Study

In each blank, write the letter of the word or words from Column B that comes closest in meaning to a word in Column A.

A	B
_____ 1. vocabulary	a. change
_____ 2. pronunciation	b. modesty
_____ 3. communication	c. words known
_____ 4. private school	d. not often
_____ 5. culture	e. boldness
_____ 6. aggressiveness	f. selling message
_____ 7. advertisement	g. way of living
_____ 8. seldom	h. speech
_____ 9. adapt	i. friendship
_____ 10. acquaintance	j. language connection
	k. pay education
	l. frequently

ActivitySTEP ONE

How did you feel about the students' thoughts in "What It's Like to Learn English"? Answer each question with the name of a student from the article. Then tell why you chose that person. There are no right or wrong answers.

In your opinion, which student:

Why did you choose this person?

1. is having the most difficult time learning English? _____
2. feels most like you would if you were in the same position? _____
3. is most afraid to use the English language? _____
4. is the hardest worker? _____
5. has the best reason for learning English? _____
6. learns best by himself or herself? _____
7. gets the most out of school? _____
8. would you most like to meet? _____

STEP TWO

Trade papers with another student in your class. Notice where your answers are the same and different. Talk to that person about why you each wrote what you did.

STEP THREE

Now get your whole class together. Which student received the most "votes" for each question? Keep score on the chalkboard. Discuss your choices together. Then talk about any other feelings you have on "What It's Like to Learn English" or on any of the other "Our English Language" features in Issue 7.

WHEN LANGUAGE GOES HAYWIRE


FOR USE WITH
MAGAZINE PAGE

4/5

When you are finished laughing, pick any 4 statements from magazine page 4. What do the speakers really mean to say? In your own words, rewrite each statement to make its meaning clear.

1. Original statement: _____

What was really meant: _____

2. Original statement: _____

What was really meant: _____

3. Original statement: _____

What was really meant: _____

4. Original statement: _____

What was really meant: _____

WHERE THERE WAS NO LANGUAGE

Of course, the story on magazine page 5 is not true. But what would life be like without language? Write a paragraph about an average day in your life without one of the following: speech, writing, reading, or listening.

A DAY IN MY LIFE WITHOUT _____

(You may continue on other paper.) 20

6/7

How to improve your vocabulary

If words are the currency of ideas, then a good vocabulary is like money in the think-bank. Here's a simple, systematic way to help your students make deposits in their word account.

The doom-and-gloom prophets would have us believe that English is in a sorry state, that the public and private use of our language has deteriorated to the extent that soon no one will know or care what anyone else is trying to communicate. But in fact, while some neologisms result from attempts to be obscure, many others are lively, colorful inventions springing from the human need to create and to put a personal stamp on the world. Of course, subsisting on a steady diet of slang and new coinages is like eating only desserts. Students need the protein as well as the chocolate cake of word study. The key to improving both the quantity and quality of your students' vocabularies is to endorse what is creative in their own word play and at the same time expose them to the foundations of their language.

The truth is that even unmotivated students like to know "big words"—if the learning of them is relatively painless. In this week's student magazine is an advertisement that can help you channel your students' enthusiasm for impressive words into a vocabulary-building program with long-term benefits. In the ad, actor Tony Randall, who is a member of American Heritage Dictionary's word usage panel, outlines five steps to vocabulary development. Here are some ideas for using this highly motivating material in your classroom.

Teaching vocabulary

1. Make the study of vocabulary an ongoing part of your class and focus on general principles rather than random words in isolation. For example, take a word family per week, or a root per day.
2. Make vocabulary study as topical as possible. Pluck words and word families from current news stories, local events, or seasonal interests (sports, holidays, etc.).
3. Share your own learning process with students. If you come across a new word, discuss it with students. Work on using it together.
4. Relate vocabulary study to the con-

tent of your curriculum. For example: in English classes, when students do grammar exercises, challenge them to rewrite the sentences using the same constructions but replacing key words with synonyms.

In history, geography, government, economics, sociology, or science classes, connect new words in the course of study to students' nonacademic world. Point out to them ways of extending technical vocabulary into their real-world language needs.

5. Use the ad as the basis for a unit on how to study vocabulary. This will help students see that increasing their word stores can be simple and systematic rather than taxing and haphazard. Follow up the unit with reinforcement, perhaps at first taking five to ten minutes per day and later per week to share new words or do one of the exercises suggested below.

Using the ad

Introduction-Motivation

Ask students to tell what they know about Tony Randall. What kinds of roles or characters do they associate with him? Would they guess he is a logomaniac? Can they guess what *logomaniac* means? Have them read the first eight paragraphs of the ad. Then ask what they think about Tony Randall's assertion that words are powerful. On the board, compile a list of words that are powerful to students. Ask students to give synonyms for each word on the list and discuss whether the synonyms are as powerful as the original words.

What are the advantages of having a large vocabulary? What are the advantages of being able to use precise, specific words? Take one general word, like *walk*, and brainstorm as many synonyms as possible. (You might add a few that students probably won't mention, like *meander*, *perambulate*.) You might talk about the thesaurus as a source of synonyms, but explain that a thesaurus must often be used in conjunction with a dictionary to determine shades of meaning.

1. Try to guess the meaning of the word from the way it's used

Give students practice in guessing meanings of words from context. Ask them to listen to a radio or TV talk show or to read a newspaper or magazine and bring in at least one new word in the context in which they heard or read it. They should also have the dictionary meaning on hand. Divide the class into teams. Each team gives words in context to the other team. The team that guesses the most meanings wins.

2. Look it up

Take a few words brought in by students (or a few words related to your curriculum) and go through the process of looking them up in the dictionary. Help students with dictionary abbreviations and word derivation entries. Suggest that they keep a small note pad and write down words they hear or read that especially interest them. Counsel them to set aside a regular time once a day to look up words on this list.

3. Dig the meaning out by the roots

After a discussion of common Latin and Greek roots, especially those related to your curriculum, connect the study of roots to one or more predominant ethnic groups in your community. Local place names are often a clue to the ethnic origin of the community.

As an activity, divide the class into teams, each to be responsible for a bulletin-board display on one word family or on one origin language.

4. Get the powerful prefixes under your belt

After students have read this section, you might want to explain why there are more than one combining form for many of the prefixes; for example, *illegal* is used because *inlegal* is awkward to say. Then have students look again at the prefixes in the chart and give other words with these same prefixes and explain the roots of these new words. Have them add to the chart using categories of prefixes, like numbers, colors, directions. When students have compiled a more extensive chart, have them each take one root and see how many prefixes they can add to it.

5. Put your new words to work at once

Help students carry out this advice. In the daily or weekly follow-up, they might write sentences using new words they've acquired and have a partner try to guess the meaning from the context. Or have one person per week responsible for putting a new word in context on the board at the beginning of each class period. Students are challenged to use the new word naturally and sensibly in the class discussion of the day.

Lois A. Markham

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BACK ON THE JOBAnswer These

1. How many times has Clyde Benjamin been in jail?
2. What did Clyde learn while in jail?
3. Why didn't Clyde go to school before?
4. How old was Clyde when he started to work?
- *5. Where did Clyde get his wisdom?
- *6. What was a main reason that Clyde learned so well in jail?
7. What did Clyde do when he got out of jail?
- **8. Do you think it's worth trying to learn when you are older?
Why or why not?

Word Study

mule

Fill in each blank with a word from the list.

Use the story on magazine page 8 to help you.

plowing

tractor

1. To know about life is to have _____.

cotton

2. The smoke from a _____ has a strong smell.

wisdom

3. To tell the truth is to _____ a fact.

fertilizer

4. A _____ is something like a horse.

cigar

5. Not telling the truth is _____ someone.

factory

6. A place where things are made is a _____.

admit

7. Some of your clothes are probably made of _____.

fooling

8. Part of getting a field ready to plant seeds is
_____.9. Putting _____ on the field helps
things grow better.10. A _____ is a machine that helps the
farmer.

On another piece of paper, make up a new sentence for each word in the list. Most of them can be used many different ways.

 NOAH WENGER:
KEEPING GOVERNMENT CLOSE TO THE PEOPLE

Answer These

1. What kind of government job does Noah Wenger have?
- *2. What are at least two facts about Noah Wenger that support the idea that he is "down-to-earth"?
3. Why did Wenger quit school?
4. Why did Wenger want to earn a G.E.D. diploma?
5. What is probably the main reason Wenger got elected?
- **6. Noah Wenger says that not all reasons for dropping out of school are negative. What is your idea of a non-negative reason for dropping out?
- *7. What does Wenger think is the most important thing people get out of adult education?
- **8. What is adult education to you?
- **9. Do you agree that adult education is a wise use of tax money? Why or why not?
- **10. What do you think of elected officials in general? What facts support your feelings?
- **11. What do you think is a good way to stay in touch with legislators?

Word Study

Change each word below into a verb. Then write the meaning of the verb form. Use a dictionary if you need to. The first one is partly done for you.

1. government: govern Meaning: _____
2. representative: _____ Meaning: _____
3. legislator: _____ Meaning: _____
4. transportation: _____ Meaning: _____
5. conservation: _____ Meaning: _____
6. survival: _____ Meaning: _____
7. president: _____ Meaning: _____
8. financial: _____ Meaning: _____

Activity

1. Call your local courthouse or use any other way to find out who your public officials are. Write down the names and addresses of your Mayor, State Representative, State Senator, Governor, U.S. Representative, U.S. Senator, and anyone else you might be interested in.
2. Discuss with your class the job of each of these public officials. What kinds of problems does each deal with? For example, the Mayor is in charge of the local streets department.
3. Pick at least one of the officials. Write a letter about a problem, question, or idea that you have. Use the pointers from "How to Write to Your Congressperson" on magazine page 10.

The Adult Student Quiz

Answers

Check your answers to the quiz you took on the inside front cover. Be sure to read why the answer is true or false.

1. TRUE. The Teacher's Guide that comes with each issue contains activities for each feature article in the magazine. Your teacher can make copies of the worksheets to give to each student. If you have not received these worksheets, tell your teacher now.

2. TRUE. Back issues may be used anytime because they are not dated. In other words, they never get old. Copies of Issues 1 through 6 will be sent to your program as long as they last. We also have Teacher's Guides for Issues 3 through 6. Tell your teacher to order your free copies from AdvanceE, Stayer Research and Learning Center, Millersville State College, Millersville, PA 17551. First come, first served!

3. TRUE. We are happy to print your ideas and opinions. Just send your letter to Tana Reiff, Editor, Adult Student Magazine, P.O. Box 182, Lancaster, PA 17603.

4. FALSE. Adult Student receives funding from the Pennsylvania Department of Education through the United States Department of Education. The magazine is here for you, the student, as well as to tell other people what's going on in adult education. It is *not* a money-making project! In fact, we take no paid advertising.

5. FALSE. Articles in Adult Student are written at different reading levels. Some are easy; some are more difficult. You can probably tell which is which just by reading them, since the easier articles are in bigger print. The Teacher's Guide codes articles as: A.B.E.-1, A.B.E.-2, E.S.L., and G.E.D. Of course, you'll probably find most of the articles interesting, no matter what the reading level.

6. TRUE. Other than Letters to the Editor, you can get paid \$5 for a short "Student Writing" piece and up to \$25 for a longer article with a picture.

7. TRUE. Our Writer's Guidelines will help you a lot in planning your writing. If your teacher does not have a copy, send us a note asking for the Writer's Guidelines. Please send along an envelope with your name and address and a stamp on it.

8. TRUE. If you have a copy of Adult Student of your own, don't throw it away! Show or give it to a friend who might want to come to adult education classes. You'll be doing a big favor.

9. TRUE. Your teacher will give you a Reader Report, so please fill it out and send it to Adult Student, P.O. Box 182, Lancaster, PA 17603. If we're doing something wrong, we need you to tell us about it. And if we're doing something right, we like to hear about that, too!

10. FALSE. The Reader Report is a good way to hear from you, but it's not the only way. You can also write a Letter to the Editor (see #3). If you don't want your letter to be printed in the magazine, please say so. No matter how you do it, please let us hear from you!

Adult Student

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